

**THE INFLUENCE OF USING MIME GAME TOWARDS
STUDENTS' WRITING ABILITY IN DESCRIPTIVE
TEXT AT THE FIRST SEMESTER OF THE
EIGHT GRADE OF SMPN 3 BANDAR
LAMPUNG IN THE ACADEMIC
YEAR OF 2019/2020**



Study Program: English Education

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE OF ISLAMIC UNIVERSITY STUDIES
OF RADEN INTAN LAMPUNG
2019/2020**

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YEAR OF 2019/2020**

A Thesis

Submitted as a Partial Fullfillments of
the Requirements for S1-Degree

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2019/2020**

ABSTRACT

THE INFLUENCE OF USING MIME GAME TOWARD STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 3 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

Writing is often considered a difficult subject by students. Some techniques, strategies or game needed by a teacher to overcome the writing difficulties. One of the Mime game. The objective of this research is to know whether there is a significant influence of mime game towards Students' Writing Ability in Descriptive Text at the Eighth Grade of SMPN 3 Bandar Lampung in the academic Year of 2019/2020.

In this research, the writer used quasi experimental design.. In this research, the writer took two classes, one class as the experimental class and one class as the control class. In the experimental class, the writer Mime game and in the control class the writer used Guessing game. The population of research was the eighth grade of SMPN 3 Bandar Lampung. The samples of this research were two classes consisting of 64 students. In collecting the data, the writer used instrument in the form of writing test. The instrument was used for pre-test and post-test. After giving the post-test, the writer analyzed the data by using SPSS (Statistical Package for Social Science).

After collecting the data, it was found that the result of Sig. (2-tailed) of the equal variance was 0.000, and $\alpha = 0.05$. H_a was accepted if Sig. (p_{value}) $< \alpha = 0.05$ and H_o was rejected. Based on the computation, it could be concluded that there was a significant influence of using Mime game towards students' writing ability in descriptive text at the eighth grade of SMPN 3 Bandar Lampung in the academic year of 2019/2020.

Keywords: *Descriptive Text, Mime Game, Quasi Experimental Design, Writing Ability.*

DECLARATION

I hereby declare that this thesis entitled “ The Influence of using Mime Game towards students Writing ability in Descriptive Text at the First Semester of Eighth grade of SMPN 3 Bandar Lampung in the academic year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and ideas from vicarious source and those are properly acknowledged in the next.

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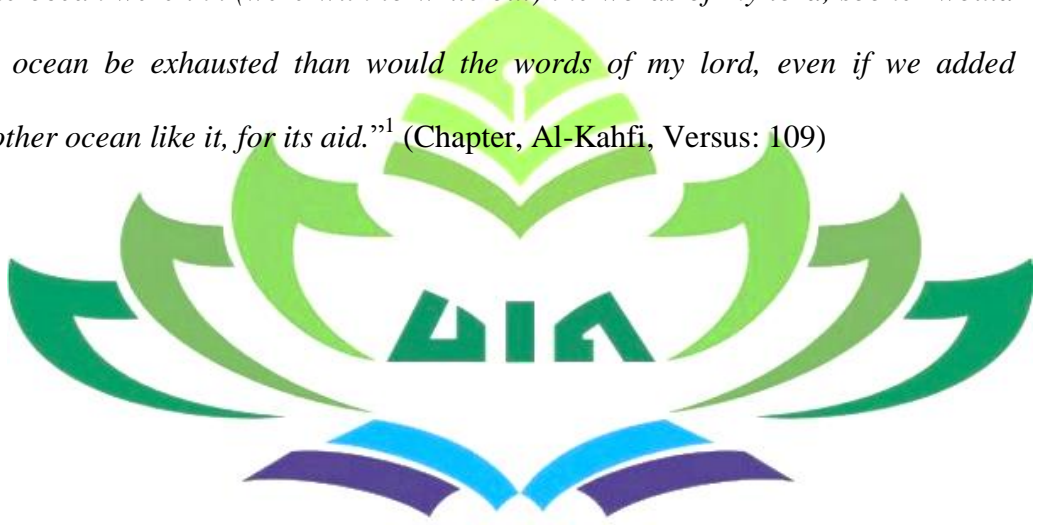
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MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِّكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ

قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

“The ocean were ink (were with to write out) the words of my lord, sooner would the ocean be exhausted than would the words of my lord, even if we added another ocean like it, for its aid.”¹ (Chapter, Al-Kahfi, Versus: 109)



¹ Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, p.851

DEDICATION

This thesis is dedicated to:

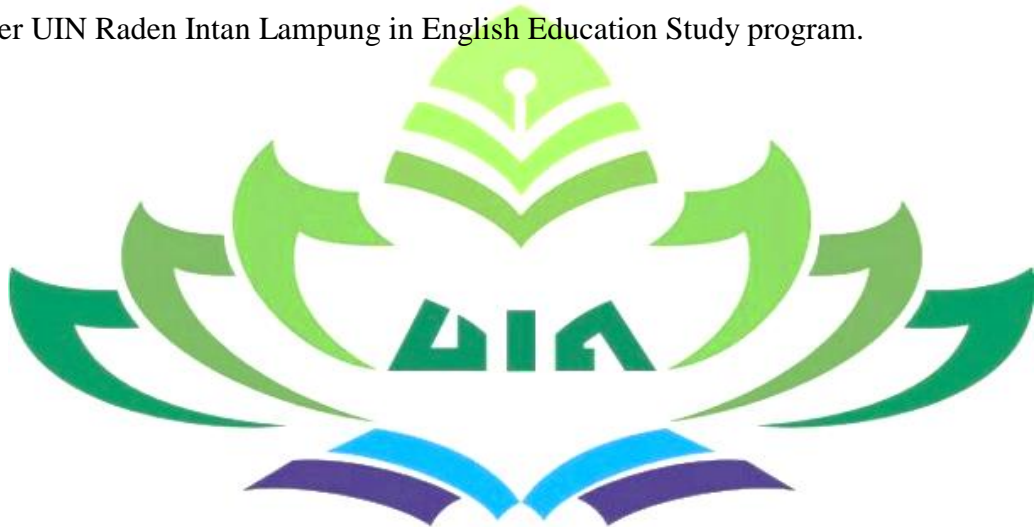
1. My beloved parents, (Mr. Rohman and Mrs warida), who always wish for my success
2. My beloved brother (Riduan and Nurul Hidayat), who always support and motivate me.
3. My beloved friends in English education of the state Islamic university studies of Raden Intan Lampung.
4. My Beloved Almamater of UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of writer is Narni Lestari. She was born on November 20th, 1997. She is the third child of three children of Mr. Rohman and Mrs. Warida. She has two Brother. They are Riduan. S.Pd, and Nurul Hidayat S.Pd.

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13. All stakeholders I could not mention.

Finally, the writer is fully aware that there are, still a lot of weakness in this thesis. For this, the writer sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis. Therefore, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher

particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung,

The Writer

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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is one of language skills. Learning to write is different from learning other language skills. In writing, the writer does not deal directly with the reader. So, if there is an error in the structure, the writer cannot handle it directly or solve the problem with body language, experiments, or tone of voice. This error may produce a different understanding, about meaning or information. Therefore, to make information received by the reader, the writer must have a good competence in writing.

Beside as a skill to convey ideas, writing is also a way of thinking. Rimes state that “Writing is a skill to express ideas, feelings, and thoughts that govern the structure of word, sentences, and paragraph by relying on the eyes, brain and hands”.² Hyland state “students are expected to convey, feelings, and knowledge in writing. Writing is a way to share ideas that come from personal experience whose meaning is suggested to support individual strengths on a topic”.³ So writing is one way to convey in English ideas that are intended to support an individual' view of a topic.

Harmer state that “writing always forms part of the syllabus in teaching English”.⁴ From the statement above, it is clear that writing is part of teaching language that is important and useful and should be in the rule. In the holy Qur'an

² Ann Rimes, *Technique in Teaching Writing* (New York: Oxford University Press, 1983), p.2

³ Ken Hyland, *Second Language Writing*. (New York: Cambridge University press, 2003), p.9.

⁴Jeremy Harmer, *How to Teach Writing*, (4th Ed), (Longman: Edinburgh Gate, 2007), p.29

, writing is also stated, as one the skill to be taught . it is Qur'an, (QS. AL-Qalam: 1).⁵

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Mean that: “Nun, but for pen and what they wrote”.

From the explanation of writing skills it is something important above the Qur'an that explains that writing is one of the important things to learn. From the Qs. AL-Qalam is explain that the verse encourages people to learn to write. After being instructed to write, in pen is use to write.

In teaching and learning process of English subject, students are required to master four English skills; they are listening, speaking, reading, and writing. Listening and reading are included in passive or receptive skills, while speaking and writing belong to active or productive skills.⁶ It means that the students must master all of the skills.

Nevertheless, those skills have to be mastered by the students, especially writing skill because, according to Harmer, being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language.⁷ In addition, writing is used for a wide variety of purposes it is produced in many different forms.⁸ For example, letter, book. Thus, in everyday life, most of the people need to master writing.

⁵ Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, (Jaipur: New Johar Offset Printers, 2006), p.565

⁶ Jeremy Harmer, *The Practice of English Language Teaching* (Essex: Longman, 2001), p.199.

⁷ Jeremy Harmer, *How to Teach Writing* (Essex: Longman, 2004), p.3.

⁸ *Ibid*, P.4

Raimes states that writing is a skill in which we express ideas which are arranged in words, sentence and paragraph by using eyes, brain, and hand.⁹ It mean that writing is an activity to explore our mind to get an idea and express it by symbols letter that is arranged into word form and the word is arranged into sentence form. When we will write use our eyes, brain, and hand, we use them to express our ideas which are arranged in words, sentences, and paragraph.

Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic. It means that writing is one of the ways that people do to transmit information and give their views on some topics. They have to be focus for their writing. And then, they can develop writing well.

In addition, Brown argues that written product are often the result of thinking, drafting, and revising.¹⁰ When we write, we think from to topic to the final draft of the writing. Elbow in Brown also states that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what people think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students found difficulties when they start looking for some reasons to write and producing written sentences.

⁹ Ann Raimes, *Technique in Teaching Writing* (London: Oxford University Press, 1983), p.3

¹⁰ H. Douglas Brown, *Teaching by Principle: An interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), p.335

In fact, many students often found difficulties in writing. Westwood stated writing is one of the most difficult skills that the learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio cultural competencies.¹¹ It seems that writing is difficult to learn because it has to do mastery of a variety of linguistic, cognitive, and socio cultural competencies.

Based on explanation, the writer concluded that writing is one of the most difficult skills for the students or learners. Writing is the basic language skills that should be mastered by Senior High School learners. Writing is language skill that can be used to communicate and to express with others in written form. Thus, it is the basic skill that is very important for the learner and should be mastered by the learner.

Table 1
Score of students' Descriptive Text writing of eight grade of
SMPN 3 Bandar Lampung

No	Score	Total number of student	Percentage
1	< 75	54	85%
2	≥ 75	10	15%
Total	75	64	100%

From the table, there are 10 students from 64 students who passed the test based on minimum mastery criteria (KKM) and there were 54 students who failed. In this research, the value of KKM students at SMPN 3 in Bandar Lampung was 75 and there were many students who scored below 75. Students who had learning difficulties were 54 of 64 students. There are 64 students in VIII grade who have problems and have the same problem with 70%.

¹¹ Peter Westwood, *What Teachers Need to Know about Reading and Writing Diffiulties*, (Australia: Acer Press, 2008), p.56.

Based on the preliminary research on February 18th 2019, by interviewing English teacher of eight grade of SMPN 3 Bandar Lampung, She said that most of the students at the Eight grade of that school still found difficulties in English writing. It can be seen from the result score of writing ability that was given by the teacher (Table 1). The teacher also said that English is a hard and frightening lesson. Then, the students were lazy to follow the lesson and didn't pay attention to teacher's explanation. It means that lack of the students' motivation in learning English and have not understood yet English lesson well, especially about writing. The Students' score writing ability can be seen in Table.

By interviewing the English teacher, it was found that students' writing ability in descriptive text was still low, because the students have difficulties in making descriptive text and combining sentences.¹² It is because the students have less comprehension in grammar and vocabulary. In addition, the writer interviewed some students from the eighth grade, it was found that the students got difficulty to express their ideas and they felt bored to learn writing because there was only a little variation strategy in teaching writing in the classroom.¹³ Based on the explanation above, the writer believed that the teacher should find and try the suitable way in learning English, especially in writing.

From the results of interviewed the teacher in the research, before the teacher used guessing game, in his daily life in teaching and learning. Gussing game is a game in which the object is to guess some kind of information, such as

¹² Marlina, (*The teacher of SMPN 3 Bandar Lampung*), An Interviewed. February 18th, 2019.

¹³ Eighth Grade Students of SMPN 3 Bandar Lampung, An Interviewed. February 18th, 2019

a word, a phrase, a title, or the location of an object. Guessing game can be played pairs, or groups, by playing guessing game student can focus more to the lesson. But the use this game will happen if the teacher could not use the time effectively so the writer should manage the time as well as possible.

In teaching writing, especially on Descriptive Text, the students often find the difficulties in this text, such as generic structure and other. Descriptive writing is usually used to help a reader and writer develop an aspect of their work, to create particular mood, atmosphere, or describe a place so that the reader can create vivid pictures of characters, places, objects and other. The components of writing descriptive are developing ideas, organizing ideas, grammar, vocabulary and mechanics derived as the indicators in scoring students' writing. From the indicators above, it lead to the data description and able indicators helps the writer and the scorers to score the students' test. From those indicators, the researcher can see the students skill through their test and analyze it based on the indicators. The teacher may realize that the world of junior high school students is full of fun activities, so that the students will be interested in writing class.

From the students and teacher problems, the teacher didn't use the interesting technique in teaching writing. One of the techniques that the teacher used in teaching writing is Mime Game. This game might help the students explore their creativity and learning process to be more enjoyable.

Mime Game is a technique for teaching in which the teacher gives some questions to the students applied to a topic in teaching. The Mime Game is an alternative technique for teaching English writing. When the teacher guide the

students in writing process by giving them some questions, it will help the students get the main idea as an outline to write.

Mime game make situation in the class more alive. Mime game also encourage the student braver to express their ideas in writing. In addition, Mime game is one technique which makes the students is not boring in teaching-learning writing process. This technique will be improve students “ writing skill by giving exercise in every games. So, by some exercise according to the material, students will be able to improve their writing skill.

There are several research that has been conducted related to mime game and descriptive text. The first were conducted by Sagala with the title "The use of mime game improve to student's speaking ability". Based on data analysis, the results show that there is an increase in students' speaking skill.¹⁴ The second were by Ningati, entitled "Improving Student Skills Through the Mime Game On Text Description."¹⁵ The mime game will make the class more alive and encouraging students to struggle to express their ideas. There is a technique that makes students not bored in the teaching and learning process. The last one conducted by Khairunissa on there thesis “The Influence Of Using Toothpick Game Towards Students’ Descriptive Text Writing Ability”¹⁶

¹⁴ Vivi alvionita desiria sagala "the use of mime to improve game student's speaking ability at MAN 1 Medan, Universitas islam negeri Sumatra utara 2018

¹⁵ Irma Indah Ningati , *Improving Students’ Writing Skill Through Mime Game In Descriptive Text* For The Seventh Grade Students Of Smp Negeri 1 Ngemplak In The Academic Year Of 2016/2017, S1, Surakarta, english education department islamic education and teacher training faculty,the state islamic institute of surakarta 2017

¹⁶ Vika Khairunissa ,*The Influence Of Using Toothpick Game Towards Students’ Descriptive Text Writing Ability* At The Seventh Grade Of Smpn 1 Gunung Agung Tulang Bawang Barat In The Academic Year Of 2018/2019

Based on the background of the problem above, the writer is interested in research entitle: The Influence of Using Mime Game towards students Writing Ability in Descriptive Text at the Eighth Grade of SMPN 3 Bandar Lampung in the Academic Year of 2019/2020.

B. Identification of the Problem

Based on the problem, the researcher identified the problems as follows:

1. Students have difficulties expressing their ideas in descriptive text writing.
2. The students lack of motivation in learning.
3. The students faced difficulties in putting the ideas accordance with generic structures of procedure writing.

C. Limitation of the Problem

The writer limitation of the problems in this research by focusing on the use of Mime game towards students' writing descriptive text animal, people, and place at the first semester of the eighth grade of SMPN 3 Bandar Lampung in academic year of 2019/2020

D. Formulation of the Problem

Based on the identification and the limitation of the problem above the writer formulates problem as follows: 'Is there a significant influence of using Mime game towards students' writing ability on descriptive text at the first semester of the eighth grade of SMPN 3 Bandar Lampung in academic year of 2019/2020?

E. Objectives of the Research

The objective of the research is: to know whether there is a significant influence of using Mime game towards students' writing ability on descriptive text at the first semester of the eight grade of SMPN 3 Bandar Lampung in academic year of 2019/2020.

F. Use of the Research

1. Theoritically

This research may support that the use of mime game towards students' writing descriptive text.

2. Practically

The advantages of this research are for English teachers and students. It may inform English teachers that mime game can be applied as a good way to comprehend and study text in teaching writing descriptive text. For students, it may increase students' achievement in writing skill.

1. For Students

By using mime games, students are expected to be more interested and motivation to learn English to get a positive effect on their English achievement.

2. For Teachers

By using mime game teachers are expected to increase their creativity in the teaching and learning process, so that the lessons

delivered can be accepted by students, and learning objectives can be achieved.

3. For School

It is expected that researchers can provide benefits to increase the quantity of learning at school.

G. Scope of the Research

1. Subject of the Research.

The research subject was the eighth grade of SMPN 3 Bandar Lampung.

2. Object of the Research.

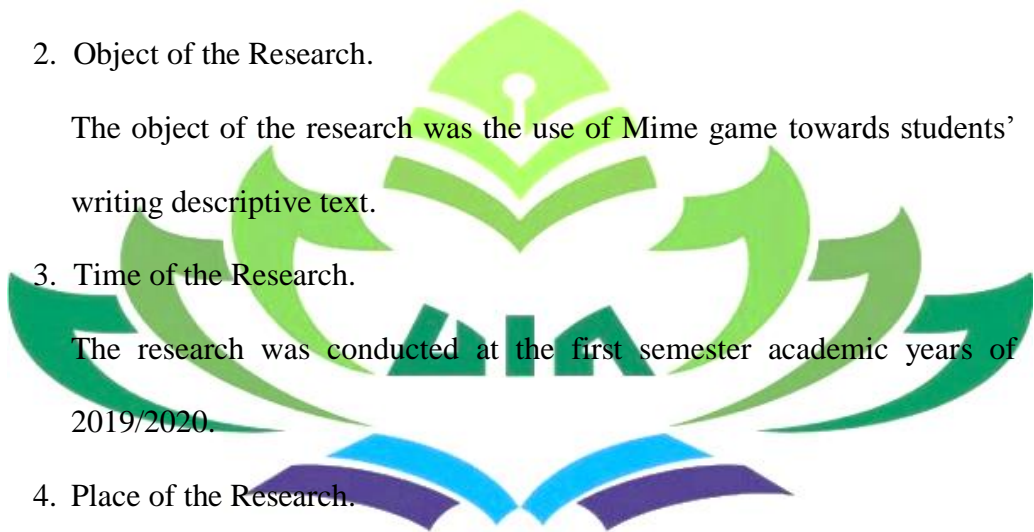
The object of the research was the use of Mime game towards students' writing descriptive text.

3. Time of the Research.

The research was conducted at the first semester academic years of 2019/2020.

4. Place of the Research.

The research was conducted at SMPN 3 Bandar Lampung.



CHAPTER II REVIEW OF LITERATURE

A. Frame Of Theory

1. Writing

a. Definition of writing

One of the English learning skills that must be mastered is writing. According to Brown “writing is learning behavior.”¹⁷ People don't learn to write 'naturally'. Writing requires certain skills, which require other people to learn because writing requires skills and structures that must be mastered to achieve good and true writing. Writing can make anything. We can produce paragraphs, stories, books, novels, and other creations written.

Zemach state that “when we write, we do more than just words together to make sentences.”¹⁸ Writing is creating a paragraph from a collection of many words. Based on Brown state that “writing is a transaction with words in which people free them self from what they have now thinking, feeling and feeling.”¹⁹ Writing is the wrong way people communicate with others. One of them is to say something, listen, and maybe write it down to read. By writing, you can convey meaning and message to the target reader.

¹⁷ Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (second edition). America: Longman, p. 334

¹⁸ Zemach, & Rumisek, L. A. 2005. *Academic Writing from Paragraph to Essay*. Macmillan: Cambridge University Press. P. 2

¹⁹ *Op cit*, p.337

Oshima state that writing requires study and practice to develop these skills for native speakers and new English language learners, it is important to note that writing is a "process" not a "product".²⁰ Before writing students have thought about what students want to write. Like they want to say, they have to know what the brand wants to say and how to say it. After students finish writing, we can read it, or correct it. Then give the opportunity for students to try again and correct written mistakes and make changes in their writing.

Based on the explanation above, it can be concluded that writing is a skill to express an idea or topic in a writing to free they self from what they think by expressing thoughts. Writing is one way of communication in human life to make something you want to say formed in writing to greet the reader. Writing is one of the tools in high school for students who are involved in thinking, creating, and speaking. Writing is a way to convey ideas in written form, to be added to the reader. According to Leo, et. al, “writing as a process of expressing ideas or refuting in words that must be done in our free time”.²¹ Urquhart and McIver state “that is what writes recursive processes and students must learn strategies for discovery and discovery”.²² After students write to express their ideas in writing, which makes the idea discussed and structured. In writing, we use symbolic

²⁰ Oshima, , Ann Hogue. 1999. *Writing Academic English*. New York: Addison Wesley Longman. Oxford University Press. P. 5

²¹ Sutanto Leo, et.al., *English for Academic Purpose Essay Writing*, (Yogyakarta: CV ANDI, 2007), p. 1

²² Vicki Urquhanrt, Monette McIver, *Teaching Writing in the Content Areas*, (United States of America: ASCD, 2005), p. 1

graphics consisting of letters or letter combinations that are related to the sound we make, our compilation of speech.²³ Writing consists of letters and symbol symbols that make words and become paragraphs.

Writing is one of the important things to learn in education. Writing is an important skill in communication. So, writing is to express a combination of exposure and activity to express ideas in written form. Harmer said that was agreed on products and processes.²⁴ Writing is focused on the exam and the process, in writing this writing on the material that will be invited to students in accordance with the syllabus is descriptive text.

Then, for the writing process, based on the Harmer it is divided into several drinks; planning, editing, and the final version. In teaching writing, there are three processes, such as the following: pre-writing activities, temporary writing activities, and post-writing activities. Teaching writing to students is important from other language skills. Teaching or learning how to write successfully is more complicated and challenging for language teachers and students.

In other words, Kirby said that teaching writing was challenging, it might be wrong to do work that requires teachers.²⁵ In teaching in school, the teacher will better understand the conditions in the class and knowledge of students, students will usually used the mother tongue in learning

²³ Donn Byrne, *Teaching Writing Skill*, (New York: Longman, 1995), p. 1

²⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman), p. 257

²⁵ Dawn Latta Kirby and Darren Crovitz, *Inside Out: Strategies For Teaching Writing*, (Heinemann, Portsmouth, 4th Ed, 2013), p.9[Online]. Available:http://www.heinemann.com/shared/onlineresources/E04195/Inside_Out_4e_sample_chapter.pdf. [20 October 2019]

English, not English. This is supported by Caroline and friends, teaching writing to focus on the text and the process.

In the teaching of writing that is agreed upon in the text, the types of text are discussed.²⁶ Examples of discussing descriptive text, there are several cases in writing discussions, which focus on the process, namely as follows, pre-writing, compiling, reflecting, and reading evidence from existing theories means writing activities to open and pour, ideas and feelings using graphic symbols , which has benefits for students in conveying messages to readers.²⁷

Based on the explanation above Writing is an activity to convey an idea or good idea that is writing letters, number, using hand with pencil, pen, markers through a media form, paper, book, or the most popular today is though social network. Every learning to write, students not only learn to write well, but students are also required to know how to make the writing of their ideas better than before according to the rules that have been set. So the writer discusses teaching writing, the teacher only focuses on the text and the writing process. In this study, teachers only centered on the process of finding descriptive text texts. In the process of selecting this, several hi designs; planning, preparation, and editing/reflection, as well as reading the evidence, besides that the author in the teaching process focused on writing the text.

²⁶ Dawn Latta Kirby, et. al., *Loc, Cit.*, p. 21.

²⁷ *Ibid*, p.23

b. Writing ability

Brown said that in opposition to the six trials that are now studied and practiced in approved English, they speak, speak, read and write like the most important.²⁸ Related one of the four skills that must be mastered by students in the learning language which is written, Raimes which states the skill in which we started the idea. Feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain and hands.²⁹ Means writing is one way to communicate by conveying messages by writing. Siku also said that writing is the ability to create words or ideas from writers.³⁰ one way the writer speaks is to write.

Based on the explanation above, can i conclude that one of the goals of writing is to speak with thoughts that encourage and improve English language skills. One component of writing that must be attended. The tribe agrees that there are five agreed criteria, namely fulfillment of tasks or content, organization, vocabulary, language, and mechanics.³¹ The meaning is to be questioned in order to get help looking for students who can or not.

In addition, brown also states an analytical scale that determines five main categories and descriptions of five different levels in each category, ranging from unacceptable to the best, the categories are content, grammar,

²⁸ H. Douglas brown, *teaching by principle*, (san prancisco: longman, 1997,) , p, 217

²⁹ Ann Raimes, *technique in teaching writing*, (new york: oxford university press, 1983)

p. 2

³⁰ Peter elbow, *writing with power: techniques for mastering the writing process*.

Proposed from rafika mutiara' journal about *teaching descriptive text by using guided WH-Questions*, (new york : oxford university press, 1980), p. 53

³¹ Christoper Tribble, *language teaching writing*, (oxford: oxford university, 1996),

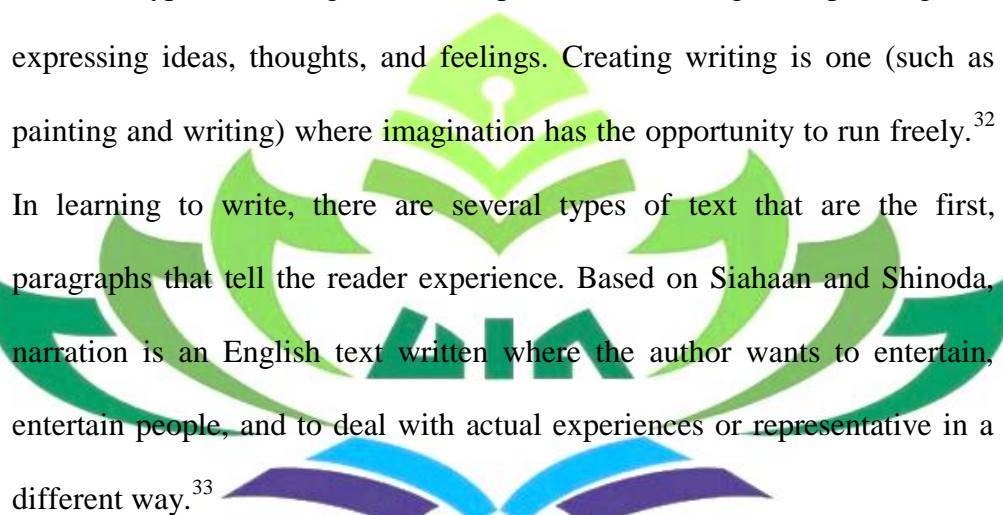
p.130

organizing, vocabulary, and mechanics. When students do conversations, students must receive five components to get good results.

Writing is a part of language that consist of writing, writing in the framework that is conveyed or expresses the desire to the reader. And the ability is skill, ability, and strength, to complete task. So the ability to write is the ability or ability to convey ideas or support the reader through writing.

c. Type of Writing

This type of writing is the composition of writing in expressing and expressing ideas, thoughts, and feelings. Creating writing is one (such as painting and writing) where imagination has the opportunity to run freely.³² In learning to write, there are several types of text that are the first, paragraphs that tell the reader experience. Based on Siahaan and Shinoda, narration is an English text written where the author wants to entertain, entertain people, and to deal with actual experiences or representative in a different way.³³



This is supported by Breland, he states narratives are auto biographical accounts, a holiday description or other experience, or historical descriptions of other types will all be narrative.³⁴ The second is descriptive, paragraph that describes an object, with the aim that the reader can pay for

³² Jeremy Harmer, *How to Teach Writing*, (London: Longman, 2007), p.40.

³³ Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu Alam, 2008), p.73-121

³⁴ Hunter M. Breland, *The Direct Assessment of Writing Skill: A Measurement Review*, (United States of America: College Entrance Examination Board, 1983), p.2

the object. Based on Siahaan and Shinoda, Descriptive is written English text in which the writer describes an object.³⁵

That statement is the same as Breland's, he say that descriptive is a piece of writing maybe just a description of some objects, how it looks, how it works, or some other aspect of it, or some other description.³⁶ The third is persuasive is a paragraph that aims to invite the reader to do something. Supported by Siahaan and Shinoda, they assume that persuasive is a written English text in which the author assures people that something must or should not happen.³⁷

The fourth is argumentative. Argumentative is one paragraph that aims to tell the facts of a problem with tangible evidence to the reader. According to Breland, in this type of task examiners are usually asked to take a position on a problem and argue persuasively for the position using evidence from their own experience or reading.³⁸ This is supported by Siahaan and Shinoda, he said. argumentative is English-language text where the author presents several points of view about a problem.³⁹

From the explanation above, it can be concluded that in the writing there are many kinds of texts, namely narrative, persuasive, argumentative and descriptive. In this study, the writer discusses descriptive text.

d. Writing Process

³⁵ Sanggam Siahaan, Kisno Shinoda, *Op. Cit.*, 89

³⁶ Hunter M. Breland, *Loc. Cit.*

³⁷ Sanggam Siahaan, Kisno Shinoda, *Op. Cit.*, p.101

³⁸ Hunter M. Breland, *Loc. Cit.*

³⁹ Sanggam Siahaan, Kisno Shinoda, *Op. Cit.*, p.12

The writing process is a writing process that uses steps from the beginning to the end of writing in order to produce good writing. Writing is used for various purposes produced in various forms.⁴⁰ In the writing process, it is important to learn the basic writing process, at the same time it is useful to be aware of the elements that contribute to good academic writing.⁴¹

Supported by Harmer and Caroline, he stated that the writing process was divided into several stages. There is:

1) Planning

The writer plan what they will write. In planning, the writer must think of three main problems. First, the place, they must consider the purpose of their writing, the audience they wrote, and the structure of the content of the work.

2) Compilation

We can refer to the first version of a writing as a concept. When the writing process continues to edit, a number of drafts can be generated on the final version of the trip.

3) Editing (reflecting and revising)

After the writer make a concept, they usually read what they have written to see where it works and where it doesn't.

⁴⁰ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2007), p.4

⁴¹ Stephen Bailey, *Academic Writing A Handbook for International Students*, (London: Routledge, 2006), p.

- 4) Final version
- 5) After students edit their drafts, make changes they deem necessary, they produce their final version.⁴²

This is supported by Caroline and friends, in the writing process, it is divided into several stages. They are: Pre-writing, Compilation, Rejection, Proof of reading

- 1) Pre-writing

It generates ideas, understands other people's ideas, collects information; recording, free writing, brainstorming.

- 2) Compilation

It is writing an initial draft text that focuses primarily on the development, organization, and elaboration of ideas.

- 3) Rejection

This allows work to sit, returning to the next point.

- 4) Proof of reading

This focuses attention on the surface level features of the text.⁴³

From the explanation above, the writer can conclude writing is a process, because writing cannot be done instantly, in the process of writing students can express and express ideas that are in their minds. When the writing process will make thinking become triggered, because when writing will direct someone to the knowledge, power and abilities they have, the more they learn to write, the better our writing will be. Therefore writing

⁴² Jeremy Harmer, *Op. Cit*, p.4-5.

⁴³ Caroline Coffin, et. al., *Teaching Academic Writing*, (London: Rouledge, 2003), p. 3

requires a long process to make writing good. In the writing process it can be influenced by the content, the author and the type of writing and the media he wrote.

2. Text

a. Definition Text

Text is a linguistic unit that has meaning in a context. Text is also the text that has been spoken and also the text written. The text that has been said has the meaning of the word that has been said.⁴⁴ This means that the text is a way to convey a message to someone well written orally. Text is one way to communicate such as greeting friends, tv information, or movies and so on. As far as speaking and writing, a stand-alone text for communication.⁴⁵ Furthermore, Anderson agrees to put together words to communicate meaning, a work made.⁴⁶ This means that text can be a word for making paragraphs. Text means that the text composes words to make paragraphs of text. Text is a way to communicate with other people to share information, both in writing and verbally.

b. Kinds of Text

There are several types of text that are taught in junior high school. There are Recount text, Report text, Procedures text, Narrative text, and Descriptive text. According to English Syllabus for junior high school there

⁴⁴ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1

⁴⁵ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29

⁴⁶ Mark Anderson and Kathy Anderson, *Text Type in English* (South Yara: Macmillan, 1997), p.1

are many kinds of the text taught in junior school. The examples genre of text are follows: Recount text, Report text, Procedures text, Narrative text, and Descriptive text.⁴⁷

Based on the explanation above, the writer concluded that there are many types of texts in learning to write such as recount text, procedure texts, narrative and descriptive text. The types of text must be mastered by students in learning to writing. In this study, the writer only focuses on descriptive text as a form of writing that will be examined. But from the various types of text above, the writer will focus on analyzing descriptive text

3. Descriptive text

a. Definition descriptive text

Descriptive texts is a type of text that aims to explain or descriptive an object. Gerot dan wignell state that “descriptive text is a text which has social function to describe a particular person, place, or thing”.⁴⁸ Text descriptive is one of the function is how the listener can feel what is describe. Oshima and Hogue state, “descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and/or sounds.”⁴⁹

⁴⁷ Yuniar Bestiana and Machis Achyani, Big Book Bahasa Inggris: *Metode Terbaik Meraih Nilai 10* (Jakarta Selatan: Penerbit Cmedia Imprint Kawan Pustaka, 2017), p.275-323

⁴⁸ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodean Education Enterprises (AEE), 1994), p.165.

⁴⁹ Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, Third Edition (New York: Longman), p.61

Based on the explanation above it can be concluded that descriptive text is text that describe an object that involves the sense whose function is to make the listener feel what has been describe.

b. Generic Structures of Descriptive Text

In the context of writing, every text has structure to compose it. Furthermore, Gerot and Wignell give generic structure of descriptive text as the followings:

1. Identification: identifies phenomenon to be described. Identification is a part to introduce or identify the recognition. Moreover, it can be general statement about the object that want to be described.

2. Description : describes parts, qualities, characteristics.

Description or main body of the paragraph tells vivid details of place, person, or thing that are described so that the reader can easily imagine or picture the object , or they can feel the object with the five senses.⁵⁰

Here is the example of descriptive text.⁵¹

c. Grammatical Features of Descriptive Text

The descriptive text has grammatical features that have function to improve student's knowledge, they are:

1. Focus on specific participants.
2. Use of attributive and identifying processes.
3. Frequent use of epithets and classifiers in nominal groups.
4. Use of simple present tense.⁵²

⁵⁰ Titanindya, "Descriptive Text", available on: www.Brainly.co.id.htm (30 April 2019).

d. Example descriptive text

My Small House

(Identification): I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

(Description): When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.⁵³

⁵² Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2007), P.81

⁵³Source:<http://www.englishindo.com/2018/01/koleksi-contoh-descriptivetextsingkat.html>

It can be conclude in the descriptive text that the writer must structure that contains identification and description.

e. The Ability to Write Descriptive Text

Writing is an important skill that students need to develop. Tribbel state that “Writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed”.⁵⁴ It means writing is one way to convey ideas, feelings and thoughts as outlined in written symbols, the function of which readers can understand the ideas conveyed. Then, Gerot and Wignell define “descriptive text as a text which has social function to describe a particular person, place, or thing”.⁵⁵ It means that descriptive the text is the text that tells of an object with detail of what it looks like.

To master the ability to write descriptive student’, there are several aspects that students must pay to attention. To make a good descriptive text, student must know and understand the generic structure and features of descriptive texts. Students must know and understand the generic structure and feature of descriptive text grammar, then it must be balanced with five good writing criteria. Namely content, organization, vocabulary and mechanics, vocabulary.

⁵⁴ Christopher Tribble, *Writing*. (New York: Oxford University Press, 1996), p.130

⁵⁵ Linda Gerot and Peter Wignell, *Loc. Cit*

Based on the above description can be conclude the writing ability descriptive texts is the ability descriptive an object in written form that meets good writing aspects including content, organization, vocabulary, language and mechanics

4. Game

a. Game Definition

Game is an activity interesting, entertaining, and challenge. Wright, Andrew state that “Game means activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others”.⁵⁶ Game is an activity that has certain goals and rules. Hadfield states, “game is an activity with rules, a goal and element of fun”.⁵⁷ the game is not about playing but more than that. The game also has rules to play it clearly and correctly to achieve the game objectives.

From the explanation above it can be conclude that the game is an interesting challenging activity that has a purpose to entertain, which has its own rule to achieve the goals in the game itself.

⁵⁶ Wright, Andrew, et.al, *Games for Language Learning*. (New York: Cambridge University Press, 1984). p.1

⁵⁷ Jill Hadfield, *Intermediate Communication Game*. (England: Addison Wesley Longman, 1999), p.4

5. Mime game

a. Definition mime game.

Mime is the use of hand or body movement and facial expressions to act something without speaking. Topham mime game is using bodies to convey the meaning of an action or an expression which the others have to guess.⁵⁸ Mime game is the dominant game using body movements. Andi state that “Mime is a mimic play or farce or the dialog for this: a dramatic representation, akin to a comedy, mimicking real person or events”.⁵⁹ Mime is a body that mimic an object or event.

When students do their games, they aim to draw an object that is intended, they are enthusiastic about the pleasure in learning activities. This is game is not only fun but they can communicate with others in guessing words. it can make students interested in knowing what these objects are that makes them communicate to find out what the object is intended.

This will make it interesting for students in the teaching and learning process because students must sound the word, phrase, or sentence. In this section, students who sound the words, phrases, or sentences must use their imaginative skills in describing the word without making any sound., when students interact using words which means they talk, read and write anything to interact with each other. when students interact using body

⁵⁸ Topham, Thomas. 2008. Ashot Guide to Miming Games. [http://www.tefl.net/ forums/ viewtopic.php/](http://www.tefl.net/forums/viewtopic.php/). (accessed on februari 12, 2020 at 02.30 p.m).

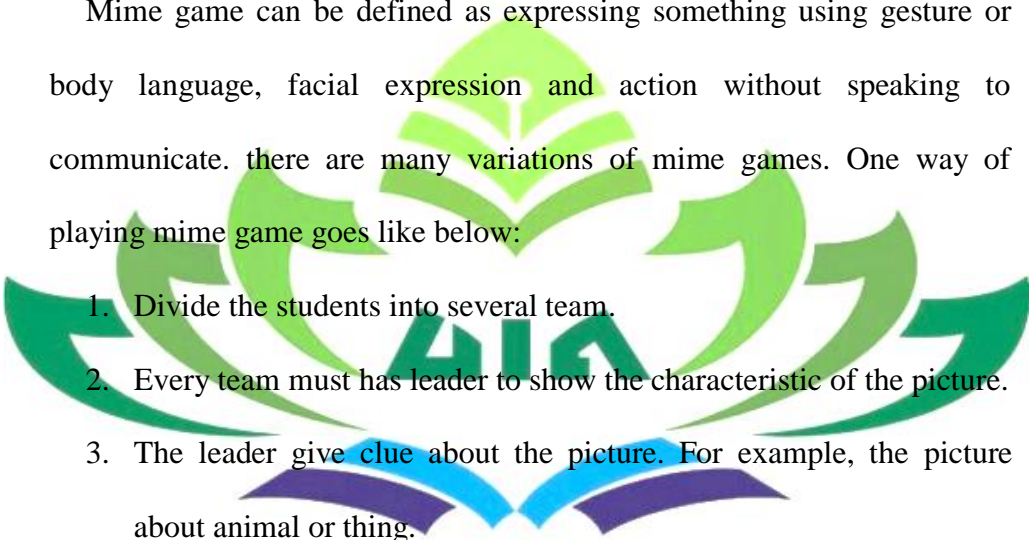
⁵⁹ Andi Patimah Ramarh Apdy & Andi Asrifan. *The Chinese mime game in teaching vocabulary. The Chinese mime game in teaching vocabulary on EFL classroom*. Universitas Negeri Makassar, Indonesia (12-14 July 2018), Vol. 65. No. 1. P.28

language such as facial expressions, body movements and hand movements. This means that students only need to pay attention or listen to their friends

Based on the explanation above, the mime game is a guessing game, which makes teaching and learning interesting, by using this game students will always communicate with their friends about related subject matter, so that the learning process will be more active and enjoyable.

b. Procedure of mime game

Mime game can be defined as expressing something using gesture or body language, facial expression and action without speaking to communicate. there are many variations of mime games. One way of playing mime game goes like below:

- 
1. Divide the students into several team.
 2. Every team must has leader to show the characteristic of the picture.
 3. The leader give clue about the picture. For example, the picture about animal or thing.
 4. The leader has to show the characteristics of the picture by his or her gesture or body language without words.
 5. Member of group has to discuss and guess what the leader show about the characteristic from the picture.
 6. When the leader have finished to show about the picture, member of the group try to guess what it was. ⁶⁰

⁶⁰ Lisa Juniesty, *the use of mime in the written form of stating in progress event*.
Journal of English Language Teaching Volume 5 No. 1 Serie B. p.135

Divide the student into several teams, and every team must has leader to show the characteristic of the picture, the leader one (L1) give clue about the picture to leader to leader two (L2) and (L2) show the characteristic the picture (L3) until the last leader. And the last member group discuss and guess what the leader show about the characteristic from the picture.

c. The advantages and disadvantages of Mime Game

Mime game teaches communication skill between young learners with others. They practice sending and receiving messages, they practice eye contact, and they also practice nonverbal communication. In addition, by doing mime game, young learners can stimulate their imagination on how to mime a certain word. Furthermore, young learners can stimulate their imagination in guessing words, they try to understand and guess what their friend tries to mime.

The disadvantages of the mime game is the teacher has a problem in managing the class. Playing this game sometimes resulted noisiness that can make the students out of control and distrub other classes, but the noisiness can be reduced by managing the class well. ⁶¹

6. Guessing game

a. Definition guessing

Guess the game is one of the games for teaching techniques. This game is played by several groups in the class. Guess the game is a game where the object guesses some information, such as words, phrases, titles, or

⁶¹ Mardhatillah, Ratmanida. *Using 'Mime Game' To Teach Vocabulary To Young Learnes*. English education, language and arts faculty, state university of Surabaya.

locations of an object. According to Webster at Khasanah, guessing games are games where participants can fight individually or in teams in games that are clearly supported (such as in puzzle-rock games or guesses).⁶² According to Kippel, basic guessing games are very easy, one person knows something that others want to know. This is a searchable game that can be played with a team or on their own.

b. Procedure guessing game

Here are some of the procedures in apply guessing game in the classroom according to Herault:

- a. Divide the class into two groups. Have each of these groups sit together and tell them they must come up with a team name.
- b. Tell each team that they must select a teammate to go to the front of the classroom and face their team. Explain both teams that you will be giving their selected teammate a secret word that can be anything.
- c. This person can say only 2 words, YES or NO.
- d. Each team will then rotate asking questions to their teammate who is standing at the front of the classroom. They will continue to ask questions until one of the teams has correctly guessed their respective word.
- e. The winning team will get three options:

⁶²Ika Kurniawati Khasanah, *"The Use of Picture-Guessing Game in Implementing Team-Pair-Solo Technique to Improve the Students' Ability to Write Descriptive Text"*, (Classroom Action Research at SMA N 1 Subah for Grade X in the Academic Year of 2012/2013".(Semarang State University, Semarang, 2013), p. 22

- a) They can make the other team come to the front and sing a song in English.
- b) They can make the other team come to the front and do 20 jumping jacks.
- c) They can leave the classroom first and the losing team must wait to leave until each person from the winning team has left the classroom.⁶³

c. The advantages of guessing game

Moon states that “Games are extremely effective way of motivating students in a classroom”. So based on the statements above guessing game is a game that is competition game, at the same times as elements amusing and of course that can be used in teaching learning process because guessing games is a game in which the aim is to guess the answer to a certain question or a problem.

B. Relevance of Study

In this study the authors look at the research that has been done before which is relevant to the research that will be carried out at this time. The following is the research that produced material for researchers.

1. **Irma Indah Ningati**, *"Improving Student Writing Skills Through Mime Games in Descriptive Texts for Class VII Students of SMP Negeri 1 Ngemplak. On the Academic Year 2016/2017*, the subjects in this study consisted of 32 students. Data collection techniques used were observation,

⁶³ Stephanie Herault, “Guessing Game” (On-Line), tersedia di: <http://www.eslcafe.com/idea/index.cgi?display:913582787-24086.txt> (15 0september 2019).

interviews, field notes and photographs. Initial test data (pre-test) cycle 1 was obtained 74, 3 while after being given mime game got 79, 4.

The **difference** between Irma's research was beautiful and it was observed with this research, namely: Irma's research was beautiful considering using (CAR Class Action Research). While this researcher uses quasi experimental (quantitative)

2. **Jamalina** *"improving students 'vocabulary by using miming game at fourth grade of mi baiturrohman suwaluh"*. This research subject is a class six sdn 4 siput river. From all of the process in cycle 1 from meeting 1 until meeting 3, it was concluded that there were three students got the less than 75 score and there were six students got the score equal to or above than 75.

Differences in research jamila with research yait research jamalina uses (classroom action research car). About this research using the experimental quantitative quation using other than in research jamalina in her variables using vocabulary skills the research of the research focused on writing descriptive text.

3. **Vivi alvionita desiria sagala** *"the use of mime to improve game student's speaking ability at madrasah aliyah muhamadiyah 1 Medan "*. The research subject is class was X-1 which consist of 26 students. Based on the data analysis, the results were indicated that there were improvements in students' speaking ability at using mime game as media. It was proved by the data; the students score in pretest, the lowest score was 55 and the highest one was 78; the students score in post-test i, the lowest score was 58

and the highest one was 80; the students scored in post-test ii, in the pre-test there were 11.53% (3 of 26 students) who got a score of ≥ 75 . In the post-test i, there were 38.46% (10 of 26 students) who got a score of ≥ 75 . The percentage of the improvement scores from pre-test to post-test i were 26.93%. In the post-test ii, there were 76.92% (20 of 26 students) who got a score of ≥ 75 . The percentage of the improvement scores from post test i to post-test ii were 38.64%.

Differences in research Jamila with writer when jamalina used (classroom action research car). About this writer used experimental quasi (quantitative) that used other than in research Jamalina in the variables she heated in the research speaking skill of the research focus on writing descriptive text.

Based on the result of there are previous studies that the data obtained from the three these substantiated, proving that mime game can improve the ability to learner language.

C. Conceptual Framework

Language is an important thing to communicate in everyday life. One way to communicate is to write, writing is one way to communicate indirectly. Writing can express ideas or feelings that are owned by a person without communicating directly with anyone.

Because writing is something that is difficult to do, we need a way to make writing easy and interesting and can be done well. One of the ways the writer does is by using mime game. Mime game is a game that using body

movements and without sound. In this game participants can express their feelings / ideas with the body. Then the viewer can write and express what message is meant in the participant's gestures. In this research the game was used to demonstrate an object, to practice the students' descriptive writing skills. Because by using this game students will remember more about the topic in the gestures and the topics in the gestures. This research using mime game to write descriptive text.

From the above explanation the writer conclude writing is a way to communicate. To be able to write well requires a way to circulate ideas. One of the ways the writer does in this research is using mime game, and the writer focuses on writing descriptive text.

D. Hypothesis

The hypotheses of the research are as follow:

Ho : The is no significant influence of using Mime game towards students ability in writing descriptive text.

Ha : The is a significant influence of using Mime game towards students ability in writing descriptive text

CHAPTER II

REVIEW OF LITERATURE

E. Frame Of Theory

7. Writing

a. Definition of writing

One of the English learning skills that must be mastered is writing. According to Brown “writing is learning behavior.”⁶⁴ People don't learn to write 'naturally'. Writing requires certain skills, which require other people to learn because writing requires skills and structures that must be mastered to achieve good and true writing. Writing can make anything. We can produce paragraphs, stories, books, novels, and other creations written.

Zemach state that “when we write, we do more than just words together to make sentences.”⁶⁵ Writing is creating a paragraph from a collection of many words. Based on Brown state that “writing is a transaction with words in which people free them self from what they have now thinking, feeling and feeling.”⁶⁶ Writing is the wrong way people communicate with others. One of them is to say something, listen, and maybe write it down to read. By writing, you can convey meaning and message to the target reader.

⁶⁴ Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (second edition). America: Longman, p. 334

⁶⁵ Zemach, & Rumisek, L. A. 2005. *Academic Writing from Paragraph to Essay*. Macmillan: Cambridge University Press. P. 2

⁶⁶ *Op cit*, p.337

Oshima state that writing requires study and practice to develop these skills for native speakers and new English language learners, it is important to note that writing is a "process" not a "product".⁶⁷ Before writing students have thought about what students want to write. Like they want to say, they have to know what the brand wants to say and how to say it. After students finish writing, we can read it, or correct it. Then give the opportunity for students to try again and correct written mistakes and make changes in their writing.

Based on the explanation above, it can be concluded that writing is a skill to express an idea or topic in a writing to free they self from what they think by expressing thoughts. Writing is one way of communication in human life to make something you want to say formed in writing to greet the reader. Writing is one of the tools in high school for students who are involved in thinking, creating, and speaking. Writing is a way to convey ideas in written form, to be added to the reader. According to Leo, et. al, “writing as a process of expressing ideas or refuting in words that must be done in our free time”.⁶⁸ Urquhart and McIver state “that is what writes recursive processes and students must learn strategies for discovery and discovery”.⁶⁹ After students write to express their ideas in writing, which makes the idea discussed and structured. In writing, we use symbolic

⁶⁷ Oshima, , Ann Hogue. 1999. *Writing Academic English*. New York: Addison Wesley Longman. Oxford University Press. P. 5

⁶⁸ Sutanto Leo, et.al., *English for Academic Purpose Essay Writing*, (Yogyakarta: CV ANDI, 2007), p. 1

⁶⁹ Vicki Urquhanrt, Monette McIver, *Teaching Writing in the Content Areas*, (United States of America: ASCD, 2005), p. 1

graphics consisting of letters or letter combinations that are related to the sound we make, our compilation of speech.⁷⁰ Writing consists of letters and symbol symbols that make words and become paragraphs.

Writing is one of the important things to learn in education. Writing is an important skill in communication. So, writing is to express a combination of exposure and activity to express ideas in written form. Harmer said that was agreed on products and processes.⁷¹ Writing is focused on the exam and the process, in writing this writing on the material that will be invited to students in accordance with the syllabus is descriptive text.

Then, for the writing process, based on the Harmer it is divided into several drinks; planning, editing, and the final version. In teaching writing, there are three processes, such as the following: pre-writing activities, temporary writing activities, and post-writing activities. Teaching writing to students is important from other language skills. Teaching or learning how to write successfully is more complicated and challenging for language teachers and students.

In other words, Kirby said that teaching writing was challenging, it might be wrong to do work that requires teachers.⁷² In teaching in school, the teacher will better understand the conditions in the class and knowledge of students, students will usually used the mother tongue in learning

⁷⁰ Donn Byrne, *Teaching Writing Skill*, (New York: Longman, 1995), p. 1

⁷¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman), p. 257

⁷² Dawn Latta Kirby and Darren Crovitz, *Inside Out: Strategies For Teaching Writing*, (Heinemann, Portsmouth, 4th Ed, 2013), p.9[Online]. Available:http://www.heinemann.com/shared/onlineresources/E04195/Inside_Out_4e_sample_chapter.pdf. [20 October 2019]

English, not English. This is supported by Caroline and friends, teaching writing to focus on the text and the process.

In the teaching of writing that is agreed upon in the text, the types of text are discussed.⁷³ Examples of discussing descriptive text, there are several cases in writing discussions, which focus on the process, namely as follows, pre-writing, compiling, reflecting, and reading evidence from existing theories means writing activities to open and pour, ideas and feelings using graphic symbols , which has benefits for students in conveying messages to readers.⁷⁴

Based on the explanation above Writing is an activity to convey an idea or good idea that is writing letters, number, using hand with pencil, pen, markers through a media form, paper, book, or the most popular today is though social network. Every learning to write, students not only learn to write well, but students are also required to know how to make the writing of their ideas better than before according to the rules that have been set. So the writer discusses teaching writing, the teacher only focuses on the text and the writing process. In this study, teachers only centered on the process of finding descriptive text texts. In the process of selecting this, several hi designs; planning, preparation, and editing/reflection, as well as reading the evidence, besides that the author in the teaching process focused on writing the text.

⁷³ Dawn Latta Kirby, et. al., *Loc, Cit.*, p. 21.

⁷⁴ *Ibid*, p.23

b. Writing ability

Brown said that in opposition to the six trials that are now studied and practiced in approved English, they speak, speak, read and write like the most important.⁷⁵ Related one of the four skills that must be mastered by students in the learning language which is written, Raimes which states the skill in which we started the idea. Feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain and hands.⁷⁶ Means writing is one way to communicate by conveying messages by writing. Siku also said that writing is the ability to create words or ideas from writers.⁷⁷ one way the writer speaks is to write.

Based on the explanation above, can i conclude that one of the goals of writing is to speak with thoughts that encourage and improve English language skills. One component of writing that must be attended. The tribe agrees that there are five agreed criteria, namely fulfillment of tasks or content, organization, vocabulary, language, and mechanics.⁷⁸ The meaning is to be questioned in order to get help looking for students who can or not.

In addition, brown also states an analytical scale that determines five main categories and descriptions of five different levels in each category, ranging from unacceptable to the best, the categories are content, grammar,

⁷⁵ H. Douglas brown, *teaching by principle*, (san prancisco: longman, 1997,) , p, 217

⁷⁶ Ann Raimes, *technique in teaching writing*, (new york: oxford university press, 1983)

p. 2

⁷⁷ Peter elbow, *writing with power: techniques for mastering the writing process*.

Proposed from rafika mutiara' journal about *teaching descriptive text by using guided WH-Questions*, (new york : oxford university press, 1980), p. 53

⁷⁸ Christoper Tribble, *language teaching writing*, (oxford: oxford university, 1996),

p.130

organizing, vocabulary, and mechanics. When students do conversations, students must receive five components to get good results.

Writing is a part of language that consist of writing, writing in the framework that is conveyed or expresses the desire to the reader. And the ability is skill, ability, and strength, to complete task. So the ability to write is the ability or ability to convey ideas or support the reader through writing.

c. Type of Writing

This type of writing is the composition of writing in expressing and expressing ideas, thoughts, and feelings. Creating writing is one (such as painting and writing) where imagination has the opportunity to run freely.⁷⁹ In learning to write, there are several types of text that are the first, paragraphs that tell the reader experience. Based on Siahaan and Shinoda, narration is an English text written where the author wants to entertain, entertain people, and to deal with actual experiences or representative in a different way.⁸⁰

This is supported by Breland, he states narratives are auto biographical accounts, a holiday description or other experience, or historical descriptions of other types will all be narrative.⁸¹ The second is descriptive, paragraph that describes an object, with the aim that the reader can pay for

⁷⁹ Jeremy Harmer, *How to Teach Writing*, (London: Longman, 2007), p.40.

⁸⁰ Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu Alam, 2008), p.73-121

⁸¹ Hunter M. Breland, *The Direct Assessment of Writing Skill: A Measurement Review*, (United States of America: College Entrance Examination Board, 1983), p.2

the object. Based on Siahaan and Shinoda, Descriptive is written English text in which the writer describes an object.⁸²

That statement is the same as Breland's, he say that descriptive is a piece of writing maybe just a description of some objects, how it looks, how it works, or some other aspect of it, or some other description.⁸³ The third is persuasive is a paragraph that aims to invite the reader to do something. Supported by Siahaan and Shinoda, they assume that persuasive is a written English text in which the author assures people that something must or should not happen.⁸⁴

The fourth is argumentative. Argumentative is one paragraph that aims to tell the facts of a problem with tangible evidence to the reader. According to Breland, in this type of task examiners are usually asked to take a position on a problem and argue persuasively for the position using evidence from their own experience or reading.⁸⁵ This is supported by Siahaan and Shinoda, he said. argumentative is English-language text where the author presents several points of view about a problem.⁸⁶

From the explanation above, it can be concluded that in the writing there are many kinds of texts, namely narrative, persuasive, argumentative and descriptive. In this study, the writer discusses descriptive text.

d. Writing Process

⁸² Sanggam Siahaan, Kisno Shinoda, *Op. Cit.*, 89

⁸³ Hunter M. Breland, *Loc. Cit.*

⁸⁴ Sanggam Siahaan, Kisno Shinoda, *Op, Cit.*, p.101

⁸⁵ Hunter M. Breland, *Loc. Cit.*

⁸⁶ Sanggam Siahaan, Kisno Shinoda, *Op, Cit.*, p.12

The writing process is a writing process that uses steps from the beginning to the end of writing in order to produce good writing. Writing is used for various purposes produced in various forms.⁸⁷ In the writing process, it is important to learn the basic writing process, at the same time it is useful to be aware of the elements that contribute to good academic writing.⁸⁸

Supported by Harmer and Caroline, he stated that the writing process was divided into several stages. There is:

6) Planning

The writer plan what they will write. In planning, the writer must think of three main problems. First, the place, they must consider the purpose of their writing, the audience they wrote, and the structure of the content of the work.

7) Compilation

We can refer to the first version of a writing as a concept. When the writing process continues to edit, a number of drafts can be generated on the final version of the trip.

8) Editing (reflecting and revising)

After the writer make a concept, they usually read what they have written to see where it works and where it doesn't.

⁸⁷ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2007), p.4

⁸⁸ Stephen Bailey, *Academic Writing A Handbook for International Students*, (London: Routledge, 2006), p.

9) Final version

10) After students edit their drafts, make changes they deem necessary, they produce their final version.⁸⁹

This is supported by Caroline and friends, in the writing process, it is divided into several stages. They are: Pre-writing, Compilation, Rejection, Proof of reading

5) Pre-writing

It generates ideas, understands other people's ideas, collects information; recording, free writing, brainstorming.

6) Compilation

It is writing an initial draft text that focuses primarily on the development, organization, and elaboration of ideas.

7) Rejection

This allows work to sit, returning to the next point.

8) Proof of reading

This focuses attention on the surface level features of the text.⁹⁰

From the explanation above, the writer can conclude writing is a process, because writing cannot be done instantly, in the process of writing students can express and express ideas that are in their minds. When the writing process will make thinking become triggered, because when writing will direct someone to the knowledge, power and abilities they have, the more they learn to write, the better our writing will be. Therefore writing

⁸⁹ Jeremy Harmer, *Op. Cit*, p.4-5.

⁹⁰ Caroline Coffin, et. al., *Teaching Academic Writing*, (London: Rouledge, 2003), p. 3

requires a long process to make writing good. In the writing process it can be influenced by the content, the author and the type of writing and the media he wrote.

8. Text

a. Definition Text

Text is a linguistic unit that has meaning in a context. Text is also the text that has been spoken and also the text written. The text that has been said has the meaning of the word that has been said.⁹¹ This means that the text is a way to convey a message to someone well written orally. Text is one way to communicate such as greeting friends, tv information, or movies and so on. As far as speaking and writing, a stand-alone text for communication.⁹² Furthermore, Anderson agrees to put together words to communicate meaning, a work made.⁹³ This means that text can be a word for making paragraphs. Text means that the text composes words to make paragraphs of text. Text is a way to communicate with other people to share information, both in writing and verbally.

b. Kinds of Text

There are several types of text that are taught in junior high school. There are Recount text, Report text, Procedures text, Narrative text, and Descriptive text. According to English Syllabus for junior high school there

⁹¹ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1

⁹² Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29

⁹³ Mark Anderson and Kathy Anderson, *Text Type in English* (South Yara: Macmillan, 1997), p.1

are many kinds of the text taught in junior school. The examples genre of text are follows: Recount text, Report text, Procedures text, Narrative text, and Descriptive text.⁹⁴

Based on the explanation above, the writer concluded that there are many types of texts in learning to write such as recount text, procedure texts, narrative and descriptive text. The types of text must be mastered by students in learning to writing. In this study, the writer only focuses on descriptive text as a form of writing that will be examined. But from the various types of text above, the writer will focus on analyzing descriptive text

9. Descriptive text

f. Definition descriptive text

Descriptive texts is a type of text that aims to explain or descriptive an object. Gerot dan wignell state that “descriptive text is a text which has social function to describe a particular person, place, or thing”.⁹⁵ Text descriptive is one of the function is how the listener can feel what is describe. Oshima and Hogue state, “descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and/or sounds.”⁹⁶

⁹⁴ Yuniar Bestiana and Machis Achyani, Big Book Bahasa Inggris: *Metode Terbaik Meraih Nilai 10* (Jakarta Selatan: Penerbit Cmedia Imprint Kawan Pustaka, 2017), p.275-323

⁹⁵ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodean Education Enterprises (AEE), 1994), p.165.

⁹⁶ Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, Third Edition (New York: Longman), p.61

Based on the explanation above it can be concluded that descriptive text is text that describe an object that involves the sense whose function is to make the listener feel what has been describe.

g. Generic Structures of Descriptive Text

In the context of writing, every text has structure to compose it. Furthermore, Gerot and Wignell give generic structure of descriptive text as the followings:

3. Identification: identifies phenomenon to be described. Identification is a part to introduce or identify the recognition. Moreover, it can be general statement about the object that want to be described.

4. Description : describes parts, qualities, characteristics.

Description or main body of the paragraph tells vivid details of place, person, or thing that are described so that the reader can easily imagine or picture the object , or they can feel the object with the five senses.⁹⁷

Here is the example of descriptive text.⁹⁸

h. Grammatical Features of Descriptive Text

The descriptive text has grammatical features that have function to improve student's knowledge, they are:

5. Focus on specific participants.

6. Use of attributive and identifying processes.

7. Frequent use of epithets and classifiers in nominal groups.

8. Use of simple present tense.⁹⁹

⁹⁷ Titanindya, "Descriptive Text", available on: www.Brainly.co.id.htm (30 April 2019).

i. Example descriptive text

My Small House

(Identification): I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

(Description): When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.¹⁰⁰

⁹⁹ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2007), P.81

¹⁰⁰Source:<http://www.englishindo.com/2018/01/koleksi-contoh-descriptivetextsingkat.html>

It can be conclude in the descriptive text that the writer must structure that contains identification and description.

j. The Ability to Write Descriptive Text

Writing is an important skill that students need to develop. Tribbel state that “Writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed”.¹⁰¹ It means writing is one way to convey ideas, feelings and thoughts as outlined in written symbols, the function of which readers can understand the ideas conveyed. Then, Gerot and Wignell define “descriptive text as a text which has social function to describe a particular person, place, or thing”.¹⁰² It means that descriptive the text is the text that tells of an object with detail of what it looks like.

To master the ability to write descriptive student’, there are several aspects that students must pay to attention. To make a good descriptive text, student must know and understand the generic structure and features of descriptive texts. Students must know and understand the generic structure and feature of descriptive text grammar, then it must be balanced with five good writing criteria. Namely content, organization, vocabulary and mechanics, vocabulary.

¹⁰¹ Christopher Tribble, *Writing*. (New York: Oxford University Press, 1996), p.130

¹⁰² Linda Gerot and Peter Wignell, *Loc.Cit*

Based on the above description can be conclude the writing ability descriptive texts is the ability descriptive an object in written form that meets good writing aspects including content, organization, vocabulary, language and mechanics

10. Game

b. Game Definition

Game is an activity interesting, entertaining, and challenge. Wright, Andrew state that “Game means activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others”.¹⁰³ Game is an activity that has certain goals and rules. Hadfield states, “game is an activity with rules, a goal and element of fun”.¹⁰⁴ the game is not about playing but more than that. The game also has rules to play it clearly and correctly to achieve the game objectives.

From the explanation above it can be conclude that the game is an interesting challenging activity that has a purpose to entertain, which has its own rule to achieve the goals in the game itself.

¹⁰³ Wright, Andrew, et.al, *Games for Language Learning*. (New York: Cambridge University Press, 1984). p.1

¹⁰⁴ Jill Hadfield, *Intermediate Communication Game*. (England: Addison Wesley Longman, 1999), p.4

11. Mime game

a. Definition mime game.

Mime is the use of hand or body movement and facial expressions to act something without speaking. Topham mime game is using bodies to convey the meaning of an action or an expression which the others have to guess.¹⁰⁵ Mime game is the dominant game using body movements. Andi state that “Mime is a mimic play or farce or the dialog for this: a dramatic representation, akin to a comedy, mimicking real person or events”.¹⁰⁶ Mime is a body that mimic an object or event.

When students do their games, they aim to draw an object that is intended, they are enthusiastic about the pleasure in learning activities. This is game is not only fun but they can communicate with others in guessing words. it can make students interested in knowing what these objects are that makes them communicate to find out what the object is intended.

This will make it interesting for students in the teaching and learning process because students must sound the word, phrase, or sentence. In this section, students who sound the words, phrases, or sentences must use their imaginative skills in describing the word without making any sound., when students interact using words which means they talk, read and write anything to interact with each other. when students interact using body

¹⁰⁵ Topham, Thomas. 2008. Ashot Guide to Miming Games. <http://www.tefl.net/forums/viewtopic.php/>. (accessed on februari 12, 2020 at 02.30 p.m).

¹⁰⁶ Andi Patimah Ramarh Apdy & Andi Asrifan. *The Chinese mime game in teaching vocabulary. The Chinese mime game in teaching vocabulary on EFL classroom*. Universitas Negeri Makassar, Indonesia (12-14 July 2018), Vol. 65. No. 1. P.28

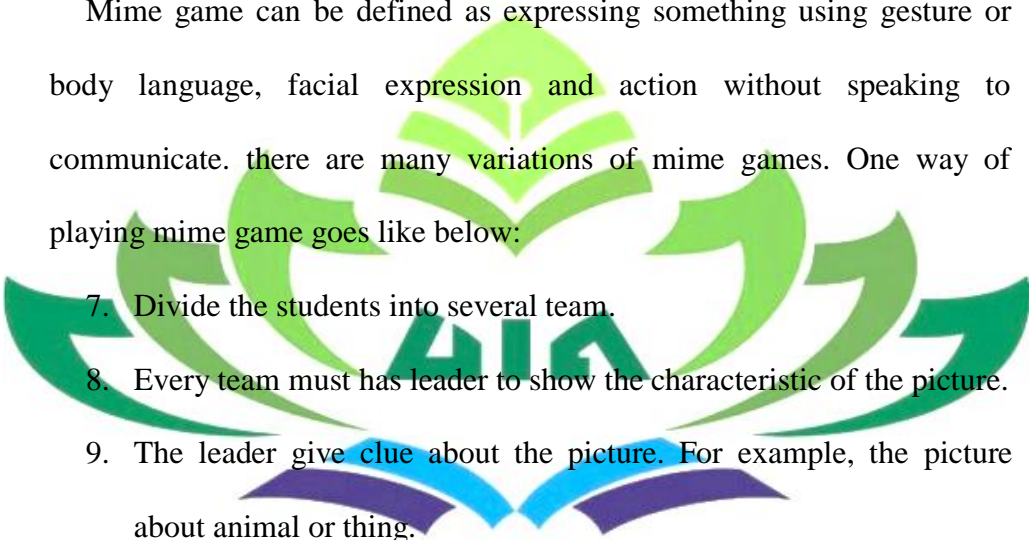
language such as facial expressions, body movements and hand movements.

This means that students only need to pay attention or listen to their friends

Based on the explanation above, the mime game is a guessing game, which makes teaching and learning interesting, by using this game students will always communicate with their friends about related subject matter, so that the learning process will be more active and enjoyable.

b. Procedure of mime game

Mime game can be defined as expressing something using gesture or body language, facial expression and action without speaking to communicate. there are many variations of mime games. One way of playing mime game goes like below:

- 
7. Divide the students into several team.
 8. Every team must has leader to show the characteristic of the picture.
 9. The leader give clue about the picture. For example, the picture about animal or thing.
 10. The leader has to show the characteristics of the picture by his or her gesture or body language without words.
 11. Member of group has to discuss and guess what the leader show about the characteristic from the picture.
 12. When the leader have finished to show about the picture, member of the group try to guess what it was. ¹⁰⁷

¹⁰⁷ Lisa Juniesty, *the use of mime in the written form of stating in progress event*.
Journal of English Language Teaching Volume 5 No. 1 Serie B. p.135

Divide the student into several teams, and every team must has leader to show the characteristic of the picture, the leader one (L1) give clue about the picture to leader two (L2) and (L2) show the characteristic the picture (L3) until the last leader. And the last member group discuss and guess what the leader show about the characteristic from the picture.

c. The advantages and disadvantages of Mime Game

Mime game teaches communication skill between young learners with others. They practice sending and receiving messages, they practice eye contact, and they also practice nonverbal communication. In addition, by doing mime game, young learners can stimulate their imagination on how to mime a certain word. Furthermore, young learners can stimulate their imagination in guessing words, they try to understand and guess what their friend tries to mime.

The disadvantages of the mime game is the teacher has a problem in managing the class. Playing this game sometimes resulted noisiness that can make the students out of control and distrub other classes, but the noisiness can be reduced by managing the class well. ¹⁰⁸

12. Guessing game

a. Definition guessing

Guess the game is one of the games for teaching techniques. This game is played by several groups in the class. Guess the game is a game where the object guesses some information, such as words, phrases, titles, or

¹⁰⁸ Mardhatillah, Ratmanida. *Using 'Mime Game' To Teach Vocabulary To Young Learnes*. English education, language and arts faculty, state university of Surabaya.

locations of an object. According to Webster at Khasanah, guessing games are games where participants can fight individually or in teams in games that are clearly supported (such as in puzzle-rock games or guesses).¹⁰⁹ According to Kippel, basic guessing games are very easy, one person knows something that others want to know. This is a searchable game that can be played with a team or on their own.

b. Procedure guessing game

Here are some of the procedures in apply guessing game in the classroom according to Herault:

- a. Divide the class into two groups. Have each of these groups sit together and tell them they must come up with a team name.
- b. Tell each team that they must select a teammate to go to the front of the classroom and face their team. Explain both teams that you will be giving their selected teammate a secret word that can be anything.
- c. This person can say only 2 words, YES or NO.
- d. Each team will then rotate asking questions to their teammate who is standing at the front of the classroom. They will continue to ask questions until one of the teams has correctly guessed their respective word.
- e. The winning team will get three options:

¹⁰⁹Ika Kurniawati Khasanah, "*The Use of Picture-Guessing Game in Implementing Team-Pair-Solo Technique to Improve the Students' Ability to Write Descriptive Text*", (Classroom Action Research at SMA N 1 Subah for Grade X in the Academic Year of 2012/2013".(Semarang State University, Semarang, 2013), p. 22

- d) They can make the other team come to the front and sing a song in English.
- e) They can make the other team come to the front and do 20 jumping jacks.
- f) They can leave the classroom first and the losing team must wait to leave until each person from the winning team has left the classroom.¹¹⁰

c. The advantages of guessing game

Moon states that “Games are extremely effective way of motivating students in a classroom”. So based on the statements above guessing game is a game that is competition game, at the same times as elements amusing and of course that can be used in teaching learning process because guessing games is a game in which the aim is to guess the answer to a certain question or a problem.

F. Relevance of Study

In this study the authors look at the research that has been done before which is relevant to the research that will be carried out at this time. The following is the research that produced material for researchers.

4. **Irma Indah Ningati**, *"Improving Student Writing Skills Through Mime Games in Descriptive Texts for Class VII Students of SMP Negeri 1 Ngemplak. On the Academic Year 2016/2017*, the subjects in this study consisted of 32 students. Data collection techniques used were observation,

¹¹⁰ Stephanie Herault, “Guessing Game” (On-Line), tersedia di: <http://www.eslcafe.com/idea/index.cgi?display:913582787-24086.txt> (15 0september 2019).

interviews, field notes and photographs. Initial test data (pre-test) cycle 1 was obtained 74, 3 while after being given mime game got 79, 4.

The **difference** between Irma's research was beautiful and it was observed with this research, namely: Irma's research was beautiful considering using (CAR Class Action Research). While this researcher uses quasi experimental (quantitative)

5. **Jamalina** *"improving students 'vocabulary by using miming game at fourth grade of mi baiturrohman suwaluh"*. This research subject is a class six sdn 4 siput river. From all of the process in cycle 1 from meeting 1 until meeting 3, it was concluded that there were three students got the less than 75 score and there were six students got the score equal to or above than 75.

Differences in research jamila with research yait research jamalina uses (classroom action research car). About this research using the experimental quantitative quation using other than in research jamalina in her variables using vocabulary skills the research of the research focused on writing descriptive text.

6. **Vivi alvionita desiria sagala** *"the use of mime to improve game student's speaking ability at madrasah aliyah muhamadiyah 1 Medan "*. The research subject is class was X-1 which consist of 26 students. Based on the data analysis, the results were indicated that there were improvements in students' speaking ability at using mime game as media. It was proved by the data; the students score in pretest, the lowest score was 55 and the highest one was 78; the students score in post-test i, the lowest score was 58

and the highest one was 80; the students scored in post-test ii, in the pre-test there were 11.53% (3 of 26 students) who got a score of ≥ 75 . In the post-test i, there were 38.46% (10 of 26 students) who got a score of ≥ 75 . The percentage of the improvement scores from pre-test to post-test i were 26.93%. In the post-test ii, there were 76.92% (20 of 26 students) who got a score of ≥ 75 . The percentage of the improvement scores from post test i to post-test ii were 38.64%.

Differences in research Jamila with writer when jamalina used (classroom action research car). About this writer used experimental quasi (quantitative) that used other than in research Jamalina in the variables she heated in the research speaking skill of the research focus on writing descriptive text.

Based on the result of there are previous studies that the data obtained from the three these substantiated, proving that mime game can improve the ability to learner language.

G. Conceptual Framework

Language is an important thing to communicate in everyday life. One way to communicate is to write, writing is one way to communicate indirectly. Writing can express ideas or feelings that are owned by a person without communicating directly with anyone.

Because writing is something that is difficult to do, we need a way to make writing easy and interesting and can be done well. One of the ways the writer does is by using mime game. Mime game is a game that using body

movements and without sound. In this game participants can express their feelings / ideas with the body. Then the viewer can write and express what message is meant in the participant's gestures. In this research the game was used to demonstrate an object, to practice the students' descriptive writing skills. Because by using this game students will remember more about the topic in the gestures and the topics in the gestures. This research using mime game to write descriptive text.

From the above explanation the writer conclude writing is a way to communicate. To be able to write well requires a way to circulate ideas. One of the ways the writer does in this research is using mime game, and the writer focuses on writing descriptive text.

H. Hypothesis

The hypotheses of the research are as follow:

Ho : The is no significant influence of using Mime game towards students ability in writing descriptive text.

Ha : The is a significant influence of using Mime game towards students ability in writing descriptive text

CHAPTER III

RESEARCH METODHOLOGY

A. Research design

In this research, writer used quasi-experimental. According to Creswell, "quasi-experimental designs are research designs that included assignments, but not random assignments of participants to groups. Because experiments cannot artificially create groups for experiments".¹¹¹ So this is a quasi experimental, because the writer wanted to know about the influence of mime game toward student writing ability in descriptive text

In this quasi experimental, the writer used pre-test and post-test with experimental group and control group. The research subject first semester students of SMPN 3 Bandar Lampung, namely the research design was the control group and the pre-test post-test. The design was the actual experimental design assigned randomly. The design is illustrated as follow.

G1	=	T1	X	T2
G2	=	T2	O	T2

G1 = The first group (experimental class)

G2 = The second group (control class)

X = Treatment using Mime game

O = Treatment using Guessing game

T1 = Pre-test

T2 = Post-test

¹¹¹ John W. creswell, *education research: planning and conducting quantitative and qualitative research*, (boston: pearson, 2012), p. 309

Based on what has been explained, the writer analyse the results of the pre-test and post-test to find out the results of students in the control class and experiment class.

B. Variable of the Research

In the research there are two variables. They are:

1. Independent variable is Mime game (X)
2. Dependent variable is student's writing ability on descriptive text (Y)

C. Operational Definition of Variable

1. Mime game is one of the games where students have to work with the whole body moving before entering the composition. And finally this game can achieve the teaching goals in writing skills that are improved through mime games.
2. The ability to write descriptive text, compile, and produce descriptive text that are good and in accordance with the guidelines in writing good and right.

D. Population, Sample, and Sampling Technique of the research

1. Population

Population is a group of individuals who have the same characteristics then a target population is a group of individuals or a group of organization with the same common defining characteristics.¹¹² It means that population is a number of people that have same characteristic and becomes the subject of research. Thus, Population of this research was all the students of the eighth

¹¹² Ibid 142

grade of SMPN 3 Bandar Lampung Selatan in the academic years of 2019/2020. The total number of population in this research was 288 students consist has of 9 classes.

Table 2
Population of the Students at the eighth grade of
SMPN 3 Bandar Lampung

No	Class	Number of student		Total
		Male	Female	
1	A	15	17	32
2	B	14	18	32
3	C	16	16	32
4	D	19	13	32
5	E	17	15	32
6	F	21	11	32
7	G	14	18	32
8	H	15	17	32
9	I	17	15	32
Total		148	140	288

2. Sample

Sample of the population. According to Arikunto, sample is several or representation of the populations research.¹¹³ The sample of the research was take from two classes, the first class as experimental class was taught by using Mime Game, and the second class as the control class was taught by using Guessing game. Each class consists of 32 students. The sample of research divided into two classes. One class was experimental class (VIII F) and the second one was control class (VIII E).

¹¹³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.174

3. Sampling Technique

In research, to get a sample of the population, research was used cluster random sampling techniques.¹¹⁴ The step in determines the experimental class and control class as follow:

1. First, the writer provided nine pieces of paper. Each paper contains the name of each class.
 2. Then, those paper was rolled and put into the box.
 3. After that, the writer shake the box and takes two pieces of the rolled paper
- Finally, the first paper used the experimental class and the second paper used the control class.

E. Research Procedure

In conducting the research, some procedures were applied as follows:

1. Planning

- a. Finding the subject.

The students of eight grade of SMPN 3 Bandar Lampung were choose as the subject of this research. There will be two classes as experimental class and control class.

- b. Selecting Material.

The material suit to the students based on the syllabus it choose. The material was descriptive text.

- c. Preparing the Readability Test.

¹¹⁴ *Ibid.* p.120

Readability test was given to the students out of sample. It is used to evaluate the test item was given in pre-test and post-test. The test items should be good item, therefore readability test was conducted.

d. Preparing pre-test

Pre-test had been given to the students in order to know the students descriptive text writing ability before treatment. The students were assigned to write descriptive text based on the provided topics which

e. Determining the material

The material had been determined before come to the class, which is descriptive text writing about the thing, a person or an animal. The famous people was chosen to make the students understanding the material easily. The second topic was bag, the thing they have would ease them to make a descriptive text. And the last topic was rabbit, the animal that easy to find in their daily life so they would be easy to describe it.

f. Preparing post-test

Post-test was given to the students to know their descriptive text writing ability after being given the treatment with the topics were “my best friend, my shoes, and chicken”.

2. Application

After the planning it made, and then it applied in experimental class and control class. There are some steps as follows:

- a. In the first meeting, readability test was given to the students out of the sample.
- b. In the second meeting, pre-test is give. The test consisted of three directions and three instructions.
- c. Three next meetings, the students in the experimental class was given treatment by using mime game
- d. The last meeting was for post-test. The students were assigned to write a descriptive text consists of two paragraphs with provided topics. It was used to know their descriptive writing ability after being given the treatment. The test item was will determine before using validity and readability analysis of pre-test. Therefore, the items that was used in post-test only valid and readable item.

3. Reporting

After the planning was done, the result of pre-test and post-test it collected to analyze whether the result of post-test was higher than pre-test or not. It means that the result was used to know whether toothpick game can give significant influence towards students" descriptive text writing ability. And the last thing to do was report the findings.

F. Data collecting technique

In this research the writer need technique to collect data. In this research the writer used a test to determine the ability to write descriptive students, after being taught by using mime game. The writer gave several topic. Student must choose one of the topic provided by the writer, and then make a descriptive text based on the text. In this research, the control class and experiment was given the same test and the results was write in the assessment column.

G. Research Instrument

In instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or develop in advance of the study.¹¹⁵ The instrument the research used was write test. The research used pre-test and post-test. The writer was provide three topic student will choose only one picture.

According to Imam in his research journal, the students are ask to write a text composition about 120-150 words within 60 minutes.¹¹⁶ It was supported by Siregars' and Sitepus' journal, to collect the data, the students of both groups are ask to write a text. The length of the text is maximum 150 words.¹¹⁷ Tiara stated

¹¹⁵ John W. Creswell, *Op. Cit.*, p.14

¹¹⁶ Sahran Imam, *Morphological Errors in Narrative Writing of Eleventh Grade Students at Madrasah Aliyah Negeri 2 Palembang*, (Palembang: UIN Raden Fatah, 2015). Available on jurnal.radenfatah.ac.id/index.php/edukasi/article/download/988/820. Accessed on December 23rd, 2018.

¹¹⁷ Masitowarni Siregar and Roy Batman Sitepu, *The Effect of Using Multiple Intelligence Strategy On Students' Achievement in Writing Narrative Text*, (Kabanjahe : STKIP PGRI Medan, 2014). Available on <http://digilib.unimed.ac.id/view/year/2014.html>. Accessed on December 26th, 2018.

that the students are asked to write 100 words in 3 paragraphs or writing.¹¹⁸ It was supported by Hamp-Lyons, a minimum number of 100 words, but this minimum presupposes a fairly high level of language proficiency and may not be appropriate for low proficiency learners.¹¹⁹ Breland added that an essay of a sample of writing approximately 150 words respectively with high school English grades and high school instructors' ratings of writing ability.¹²⁰ While Munoz, et.al, may also make reference to the pattern of exposition, which refers to the specific instructions to the students, for example the length 100 words, one page, etc., and time allotment 30 minutes, 60 minutes.¹²¹ Wilson state that roughly one hour to one and a quarter hour should be sufficient time to write, proof read, edit and improve a finished piece.¹²² Cooper added that the time limit of a writing exercise from 70 to 90 minutes for high school students.¹²³

From several definitions above, there are so many references for the length of words and time allocation. It can be concluded that the average of words and time allocation to write a text is about 110 words and 65 minutes for time allocation. Then, the writer assumed that eighth grade is in low level category. So,

¹¹⁸ Ade Tiara, *The Effect of Clustering Technique on Students' Ability in Writing Recount Text at Tenth Grade of SMAN 87 Jakarta*, (Jakarta: UIN Syarif Hidayatullah Jakarta, 2015) Available on repository.uinjkt.ac.id. Accessed on December 29th, 2018.

¹¹⁹ Liz Hamp-Lyons, *Assesing Second Language Writing in Academic Contexts*, (Norwood: NJ Ablex, 1991). p.5

¹²⁰ Hunter M. Breland, *The Direct Assessment of Writing Skill: A Measurement Review*, (New York: College Entrance Examination Board, 1983). p.13

¹²¹ Ana Munoz, Sandra Gaviria, Marcela Palacio, *Guidelines for Teaching and Assessing Writing*, (Grupo de Investigación Centro De Idiomas (GICI) Universidad EAFIT, 2006). Available on publicaciones.eafit.edu.co/viewfile.com. Accessed on December, 24th 2018.

¹²² Ros Wilson, *Oxford Primary Writing Assesement*, (Glasgow: Oxford University Press, 2015). p.7

¹²³ Peter L. Cooper, *The Assessment of Writing Ability: A Review of Research*, GRE Board Research Report GREB No. 82-15R, ETS Research Report, Educational Testing Service, 1984. Available on <https://www.ets.org/RR-84-12-Cooper>. Accessed on December, 29th 2018.

the maximum of words should be written by them was 110 words or more and 65 minutes for time allocation.

Table 3
Pre-test topics

No	Pre-test	Time
1.	People (Prabowo Sugianto)	65 Minute
2.	Animal (Cat)	
3.	Place (Hospital)	

Post-test topic

No	Post-test	Time
1	People (Joko widodo)	65 Minute
2	Animal (rabbit)	
3	Place (School)	

Based on the syllabus, the topic was given is should a person, place, or animal that can be found around the students to ease them in making a descriptive text by seeing it directly. Therefore, the topics above were chosen for pre and post-test.

H. Scoring procedure

The scoring of the test the research was used an inter-rate which means the student's work will be valued by more than one assessor. In this sresearch two assessments was used to assess student work. Then, a copy of the student's writing will be kept by the writer and another copy will be kept by the English teacher who also assesses the student's work. Then the scores of the two assessors was concluded and will then be divided into two.

In scoring the students' writing ability the writer used analytic rating scale adapted from Tribble. The classifications of scoring criteria are: Content refers to substance of writing, the experience of main idea (unity), organization refers to

logical organization of the content (coherence), vocabulary refers to selection of words that are suitable with the content, language used refers to use of the correct grammatical and syntactic pattern, mechanics refers to use of the conventional of the language.⁷

From the statement above, the writer concluded that scoring procedures in this research used analytic rating scale adapted from Tribble. The classifications of scoring criteria are: Content, the experience of main idea (unity), organization, vocabulary, language use and mechanics.

Table 4
Scoring System

Area	Score	Descriptor
Content	20-17	Excellent to very good: Treatment variety of ideas or argument; independent interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: adequate treatment of topic; some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
	11-8	Fair to poor: treatment of the topic is hardly adequate; little variety of ideas or arguments some irrelevant content; lacking detail
	7-5	Very poor: Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion)
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register

	16-12	Good to average: adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate
	11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistakes in words/idiom choice and usage; register not always appropriate
	7-5	Very poor: no range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness
Language	30-24	Excellent to very good: confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning never obscured.
	23-18	Good to average: acceptable grammar-but problems with more complex structures; mostly appropriate structure; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
	17-10	Fair to poor: insufficient range of structure with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
	9-6	Very poor: major problems with structures-even simple ones; frequent errors of negation, agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, layout.
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.

	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, layout
	1-0	Very poor: fails to address this aspect of the task with any effectiveness.
Organization	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately.
	16-12	Good to average: uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	Fair to poor: very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logically sequence difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: Lacks fluent expression, ideas very difficult to follow, little sense of
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness.

- a. Content = 20%
- b. Organization=20%
- c. Vocabulary = 20%
- d. Language use=30%
- e. Mechanics=10%.¹²⁴

¹²⁴ Christopher Tribble, *Writing*, (Oxford University Press: New York, 1996), p.130

I. Validity, Readability and Reliability of the Test.

1. Validity Test

Validity test can be said to be valid if instrument item can be used to measure must be measured.¹²⁵ It means that the test is good if it has validity.. Teacher test instruments must be mastered before they are applied in the study sample. To measure the test validity the writer will use content validity and face validity. Content validity has been found by linking the material with the junior high school curriculum test. Means that the writer gave a test to the sample based on the school curriculum. Construct validity is related to whether the test is correct in accordance with the theory. The validity of focus is on the types of tests that were used carried out to map abilities. The item must really test the students whether they have mastered descriptive writing in five aspects of writing including: content, vocabulary, organization, use of language, mechanics in judgment, because it can be said to be valid if it has met the criteria in the study.

a. Content Validity

Content can be found by linking curriculum material in the SMP. That means the writer gave a test to the sample based on the curriculum in the school. In the validity of the material to be provided in accordance with the curriculum use the writer gave a sample based on the curriculum in the school. Then the test would be considered valid.

¹²⁵ Suharsimi Arikunto. *Ibid.* p. 168

b. Construct Validity

Construct validity refers to assumptions that indicate the usage contains the correct operational definition. Based on theoretical concepts. In other words, the validity of boarding is the same as the concept. In other words, validity is the same as the concepts, both of which are related to the nature of understand, the writer must determine whether it is correct. Validation focuses on what types of text was used to measure. In this study the writer administered the writing test. The research covering five aspects of writing adapted to the results, and they were content, organization, use of language, vocabulary and mechanics.

2. Readability of the Test

Readability tests are indicators that measure how easy the direction and instruction can be read and understood.¹²⁶ The readability of the writing was given to the some students in the eight grade as the test being. The writer conducted readability in order to see the clarity of the direction and readability of test the conducted before the treatment. To know readability of the essay test instrument, the writer follows Kouames research. Participants are asked to evaluate instruction and the understand ability of each item on scale of 1 to 10. Point 1 describes that an item is easy to be read and point 10 describes that an item is difficult to be read.

¹²⁶ Julien B. Kouamé, Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010: *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western Michigan University, Michigan, p.133

3. Reliability Test

Fraenkel and Wallen say that reliability is consistent with each individual from one administration to another.¹²⁷ A test is accepted if it can get the constant results event if it is done repeatedly. Inter-rater is a reliable reliability test for two assessors simultaneously. The tests used the rank order correlation. To find out the level of reliability in writing, the reliability consultants as follows:¹²⁸

Reliability coefficient 0.800 1.000 is very high

Reliability coefficient 0.600 0.800 is high

Reliability coefficient 0.400 0.600 is fair

Reliability coefficient 0.200 0.400 is low

Reliability coefficient 0.000 0.200 is very low

J. Data analysis

1. Normality test

Normality test was used to measure whether the data in the experimental class and control class are normally distributed. In this case, the statistical computation was used. It used SPSS (*Statistical Program For Social Science*).

Kolmogrov – Smirnov was used as the test of normality.

¹²⁷ Fraenkel and Wallen, *Op. Cit*, p. 154

¹²⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.319

While the criteria of acceptance or rejection of normality test as follows:

H_0 was accepted if $\text{sig} \geq \alpha = 0.05$

H_a was accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

H_0 : the data were normally distributed

H_a : the data were not normally distributed.

2. Homogeneity test

Homogeneity test was used to determine whether or not the data collected from the sample are homogenous or not. The test of homogeneity used Levene's test. While the criteria of acceptance or rejection of homogeneity test were as follow:

H_0 was accepted if $\text{sig} \geq \alpha = 0.05$

H_a was accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows :

H_0 : the variances of the data were homogenous

H_a : the variances of the data were not homogenous

3. Hypothetical Test

After the fulfillment of the assumptions normally test and homogeneity test were fulfilled, t-test will be used. While the criteria acceptance or rejection of hypothesis test were:

H_a was accepted if $\text{sig} \leq \alpha = 0.05$

H_o was accepted if $\text{sig} > \alpha = 0.05$

The hypotheses are:

H₀: There is no significant influence of using mime game towards students' ability in writing in descriptive text at the Eight grade of SMPN 3 Bandar Lampung in the academic year of 2019/2020.

H_a: There is a significant influence of using mime game towards students' ability in writing in Descriptive text at the Eight grade of SMPN 3 Bandar Lampung in the academic year of 2019/2020.



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